DOCUMENT RESUME

ED 433 325 SP 038 739

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TITLE The Professional Teacher. The Preparation and Nurturance of the Reflective Practitioner. Agenda for Education in a Democracy. Volume 4.
ISBN ISBN-0-7879-4560-9
PUB DATE 1999-00-00
NOTE 208p.
AVAILABLE FROM Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104; Tel: 415-433-1740; Tel: 800-956-7739 (Toll Free); Fax: 415-433-0499; Fax: 800-605-2665 (Toll Free); Web site: www.josseybass.com ($24.95).
PUB TYPE Books (010) -- Opinion Papers (120)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS College School Cooperation; Democratic Values; *Diversity (Student); Educational Change; Educational Environment; Elementary Secondary Education; Equal Education; Higher Education; Inquiry; Leadership; *Moral Values; *Preservice Teacher Education; Professional Development Schools; Reflective Teaching; *Teacher Attitudes; *Teacher Competencies; Teacher Responsibility; Teachers; *Teaching Skills
IDENTIPIERS Learning Communities; Reflective Thinking; University of Connecticut

ABSTRACT

This book redefines teaching as a profession with pronounced service and moral dimensions, then shows how this new paradigm can be instilled in both teacher education programs and teaching practice. The book argues that teaching practice requires much more than knowledge and technical competence. It calls for reflection and inquiry, a dedication to democratic principles, and a strong commitment to educational renewal and change. The book reveals how teacher education can be structured to emphasize the moral and service responsibilities of the profession, especially by forging close ties with local schools and communities, to produce caring and effective teachers. It is a comprehensive account of what goes into the substance and process of preparing professional educators, from selection to induction into teaching. The story that unfolds in the collaboration of the University of Connecticut and several schools is one of redesigning virtually every component into something very different from what existed before without stopping the traffic of future teachers from crossing the bridge to practice. The six chapters include: (1) "Teaching as a Profession in a Democracy: Creating a New Picture," (2) "Cultivating Reflective Practice and Inquiry," (3) "Becoming a Teacher: The Moral Dimensions," (4) "Creating Educative Communities," (5) "The Teacher's Responsibility to Diverse Learners," and (6) "Enabling Teachers to Assume Leadership Roles." (SM)

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